



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2007
ID: 10111165
District: Bangor School Department
School: Bangor High School

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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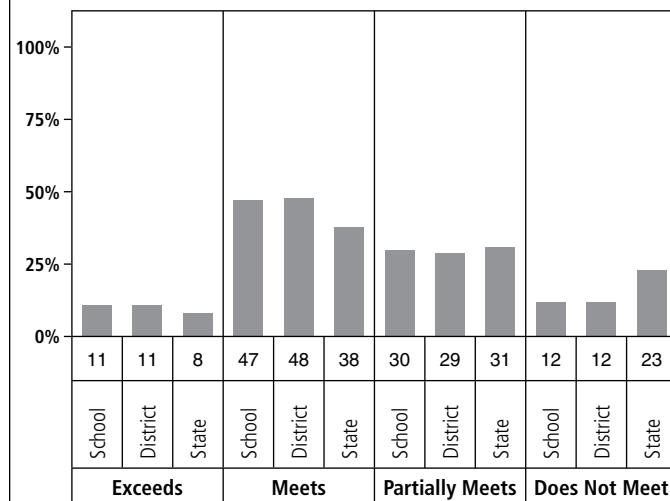
SUMMARY OF SCORES

Date: May 2007
District: Bangor School Department
School: Bangor High School

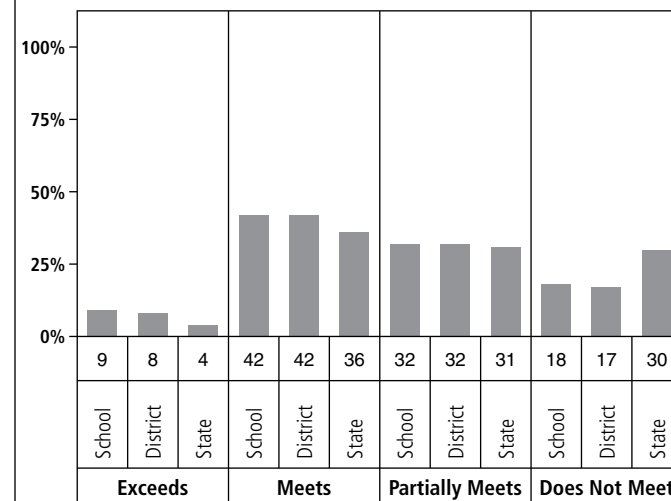
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1145	1145	1141
Mathematics 2006–2007	1144	1144	1140
Writing 2006–2007	1143	1144	1141

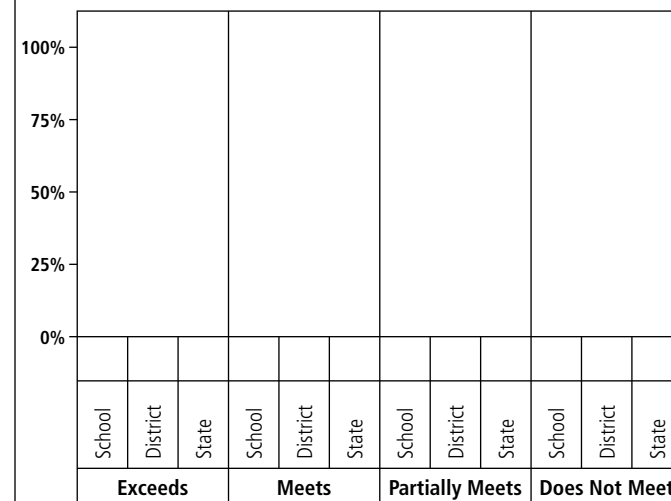
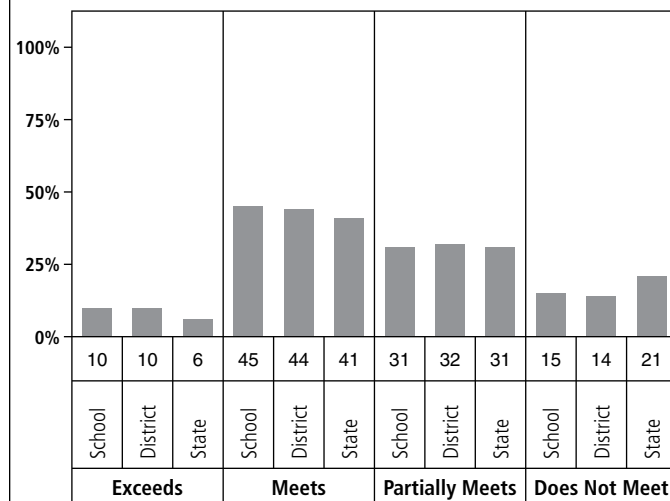
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
 District: Bangor School Department
 School: Bangor High School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								Critical Reading						Mathematics						Writing															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Total number of students		349	100	309	100	16094	100	340	97	302	98	15236	95	343	98	304	98	15599	97	340	97	302	98	15229	95										
Ethnicity	African American	11	3	11	4	333	2	11	100	11	100	295	89	11	100	11	100	308	92	11	100	11	100	294	88										
	American Indian/Native Alaskan	2	1	2	1	91	1	2	100	2	100	81	89	2	100	2	100	84	92	2	100	2	100	81	89										
	Asian/Pacific Islander	10	3	9	3	226	1	10	100	9	100	196	87	10	100	9	100	204	90	10	100	9	100	193	85										
	Hispanic	6	2	6	2	140	1	6	100	6	100	124	89	6	100	6	100	130	93	6	100	6	100	124	89										
	White	320	92	281	91	15304	95	311	97	274	98	14540	95	314	98	276	98	14873	97	311	97	274	98	14537	95										
	Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
Identified disability		31	9	28	9	2351	15	27	87	25	89	2047	87	28	90	26	93	2169	93	27	87	25	89	2044	87										
Current LEP		6	2	6	2	285	2	6	100	6	100	237	83	6	100	6	100	250	88	6	100	6	100	233	82										
Economically disadvantaged		58	17	57	18	3924	24	55	95	54	95	3561	91	55	95	54	95	3702	94	55	95	54	95	3558	91										
Migrant		0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	295	85	259	84	13484	84	298	85	261	84	13851	86	295	85	259	84	13484	84						
Identified disability (PET/IEP)	3	1	2	1	743	6	4	1	3	1	865	6	3	1	2	1	743	6						
LEP	5	2	5	2	187	1	5	2	5	2	204	1	5	2	5	2	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
Participation with accommodations	39	11	38	12	1570	10	39	11	38	12	1569	10	39	11	38	12	1570	10						
Identified disability (PET/IEP)	18	46	18	47	1127	72	18	46	18	47	1126	72	18	46	18	47	1127	72						
LEP	1	3	1	3	46	3	1	3	1	3	46	3	1	3	1	3	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	20	51	19	50	407	26	20	51	19	50	407	26	20	51	19	50	407	26						
Participation through alternate assessment (PAAP)	6	2	5	2	178	1	6	2	5	2	179	1	6	2	5	2	175	1						
Identified disability (PET/IEP)	6	100	5	100	177	99	6	100	5	100	178	99	6	100	5	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	4	0																		
Approved non-participation – special consideration	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
Non-participation – other	9	3	7	2	844	5	6	2	5	2	481	3	9	3	7	2	851	5						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: Bangor School Department
School: Bangor High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	51	15	41	14	1079	7
	2006-2007	36	11	32	11	1168	8
	Cum. Avg.	44	13	37	12	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	161	46	137	46	5697	38
	2006-2007	158	47	143	48	5714	38
	Cum. Avg.	160	47	140	47	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	91	26	82	27	4772	32
	2006-2007	99	30	86	29	4728	31
	Cum. Avg.	95	28	84	28	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	46	13	40	13	3595	24
	2006-2007	41	12	36	12	3444	23
	Cum. Avg.	44	13	38	13	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Bangor School Department
School: Bangor High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	334	36	11	158	47	99	30	41	12	1145	297	11	48	29	12	1145	15054	8	38	31	23	1141
Ethnicity																						
African American	9	0	0	5	56	3	33	1	11	1142	9	0	56	33	11	1142	290	2	21	26	52	1131
American Indian/Native Alaskan	2										2						78	4	28	33	35	1135
Asian/Pacific Islander	10	0	0	5	50	4	40	1	10	1140	9	0	56	44	0	1141	193	7	33	34	26	1139
Hispanic	6	0	0	2	33	2	33	2	33	1136	6	0	33	33	33	1136	123	6	28	34	33	1137
White	307	36	12	145	47	89	29	37	12	1145	271	12	48	28	12	1145	14370	8	39	31	22	1141
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	2	10	6	29	13	62	1126	20	0	5	30	65	1125	1870	1	10	26	63	1127
No	313	36	12	156	50	93	30	28	9	1146	277	12	51	29	8	1146	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	6	0	0	2	33	1	17	3	50	1131	6	0	33	17	50	1131	226	1	10	25	64	1127
Economically disadvantaged																						
Yes	52	4	8	14	27	21	40	13	25	1138	51	8	27	39	25	1138	3464	3	25	34	37	1134
No	282	32	11	144	51	78	28	28	10	1146	246	11	52	27	9	1146	11590	9	42	31	19	1142
Migrant																						
Yes	0										0						1					
No	334	36	11	158	47	99	30	41	12	1145	297	11	48	29	12	1145	15053	8	38	31	23	1141
Gender																						
Female	178	22	12	87	49	48	27	21	12	1145	155	12	49	27	12	1145	7401	8	40	33	19	1142
Male	156	14	9	71	46	51	33	20	13	1144	142	9	47	31	13	1144	7653	8	36	29	27	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	1	21	32	46	1131
No	334	36	11	158	47	99	30	41	12	1145	297	11	48	29	12	1145	14986	8	38	31	23	1141
Gifted/talented program																						
Yes	0										0						1					
No	334	36	11	158	47	99	30	41	12	1145	297	11	48	29	12	1145	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: Bangor School Department
School: Bangor High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	29	9	24	8	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	141	42	126	42	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	108	32	97	32	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	59	18	52	17	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Bangor School Department
School: Bangor High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	337	29	9	141	42	108	32	59	18	1144	299	8	42	32	17	1144	15420	4	36	31	30	1140
Ethnicity																						
African American	9	2	22	2	22	2	22	3	33	1144	9	22	22	22	33	1144	304	1	13	27	59	1133
American Indian/Native Alaskan	2										2						81	2	16	42	40	1137
Asian/Pacific Islander	10	1	10	2	20	4	40	3	30	1141	9	11	22	44	22	1142	204	6	40	25	29	1142
Hispanic	6	0	0	3	50	1	17	2	33	1139	6	0	50	17	33	1139	129	3	29	25	43	1138
White	310	26	8	134	43	99	32	51	16	1144	273	8	44	32	16	1144	14702	4	36	31	29	1141
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	1	5	3	14	18	82	1129	21	0	5	10	86	1129	1991	0	6	18	75	1131
No	315	29	9	140	44	105	33	41	13	1145	278	9	45	34	12	1145	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	6	1	17	1	17	2	33	2	33	1142	6	17	17	33	33	1142	243	2	14	19	65	1133
Economically disadvantaged																						
Yes	52	2	4	11	21	21	40	18	35	1138	51	4	22	41	33	1138	3606	1	20	31	48	1136
No	285	27	9	130	46	87	31	41	14	1145	248	9	46	31	14	1145	11814	5	40	31	24	1142
Migrant																						
Yes	0										0						1					
No	337	29	9	141	42	108	32	59	18	1144	299	8	42	32	17	1144	15419	4	36	31	30	1140
Gender																						
Female	179	13	7	79	44	55	31	32	18	1143	156	6	45	31	17	1143	7566	3	35	33	29	1140
Male	158	16	10	62	39	53	34	27	17	1144	143	10	39	34	17	1144	7854	5	36	29	31	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						73	0	14	26	60	1134
No	337	29	9	141	42	108	32	59	18	1144	299	8	42	32	17	1144	15347	4	36	31	30	1140
Gifted/talented program																						
Yes	0										0						1					
No	337	29	9	141	42	108	32	59	18	1144	299	8	42	32	17	1144	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: Bangor School Department
School: Bangor High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	37	11	30	10	952	6
	2006-2007	32	10	30	10	937	6
	Cum. Avg.	35	10	30	10	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	150	43	130	43	6055	40
	2006-2007	149	45	130	44	6167	41
	Cum. Avg.	150	44	130	43	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	117	34	99	33	4916	32
	2006-2007	104	31	94	32	4723	31
	Cum. Avg.	111	32	97	32	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	45	13	41	14	3221	21
	2006-2007	49	15	43	14	3227	21
	Cum. Avg.	47	14	42	14	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Bangor School Department
School: Bangor High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	334	32	10	149	45	104	31	49	15	1143	297	10	44	32	14	1144	15054	6	41	31	21	1141
Ethnicity																						
African American	9	2	22	3	33	3	33	1	11	1144	9	22	33	33	11	1144	290	1	21	31	47	1132
American Indian/Native Alaskan	2										2						78	4	29	37	29	1136
Asian/Pacific Islander	10	1	10	1	10	3	30	5	50	1135	9	11	11	33	44	1136	193	6	31	35	28	1138
Hispanic	6	0	0	2	33	0	0	4	67	1136	6	0	33	0	67	1136	123	4	30	33	33	1137
White	307	29	9	142	46	97	32	39	13	1144	271	10	45	32	13	1144	14370	6	42	31	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	1	5	6	29	14	67	1126	20	0	0	30	70	1125	1870	0	8	27	65	1127
No	313	32	10	148	47	98	31	35	11	1145	277	11	47	32	10	1145	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	6	0	0	1	17	2	33	3	50	1133	6	0	17	33	50	1133	226	1	10	25	63	1128
Economically disadvantaged																						
Yes	52	3	6	15	29	20	38	14	27	1138	51	6	29	39	25	1138	3464	2	26	36	37	1134
No	282	29	10	134	48	84	30	35	12	1144	246	11	47	30	12	1145	11590	8	45	30	17	1143
Migrant																						
Yes	0										0						1					
No	334	32	10	149	45	104	31	49	15	1143	297	10	44	32	14	1144	15053	6	41	31	21	1141
Gender																						
Female	178	16	9	92	52	49	28	21	12	1145	155	10	50	29	11	1145	7401	7	46	31	15	1143
Male	156	16	10	57	37	55	35	28	18	1142	142	11	37	35	18	1142	7653	5	36	32	28	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	0	15	43	43	1131
No	334	32	10	149	45	104	31	49	15	1143	297	10	44	32	14	1144	14986	6	41	31	21	1141
Gifted/talented program																						
Yes	0										0						1					
No	334	32	10	149	45	104	31	49	15	1143	297	10	44	32	14	1144	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number